

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** English Language Arts | **TC Name:** Heather Owen | |
| **Grade Level:** 8 | **Date:** October 25, 2010 | |
| **Topic:** Novel Study Quiz (Chapters 17-20) | **Length of Class:** 40-45 min. | |
| **AT Name:** Sandra Seeney | **Room # / Location:** 211 | |
| **1. Curriculum Expectation(s) and Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (Curriculum Documents: English, 2006)  |  | | --- | | **1.3** identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts (pg. 141)  **3.2** predict the meaning of and rapidly solve unfamiliar words using different types of cues (pg. 143) | | | |
| 1. **Goal(s) for the lesson:**  |  | | --- | | * Answer questions based on readings from novel * Use higher order thinking to solve complex questions on comprehension quiz * Use prior knowledge and word cues to predict the meaning of unfamiliar words * Connect new vocabulary to the novel | | | |
| **2. Preassessment and Accommodations/Modifications** | | |
| |  |  | | --- | --- | | **Preassessment:** | **Accommodation/Modification:** | | **Academic Needs:**  -students may finish early  -students may not understand what is expected  -students with assistive technology | * Students will first work individually on their quiz * Students that finish early will be asked to start working on their vocabulary sheet * for individual work, teacher will circulate * for students that finish early, they will be allowed to work on their ongoing projects * students with assistive technology won’t need their laptops during the quiz, but marking their quizzes will be modified | | **Behavioural/Social/Emotional Needs:**  -distracted students  -students not participating | * students will be encouraged to work independently throughout the lesson | | **Physical Needs:**  -peanut allergy  -mobility issue | * there should be no need for modification for either of these students * for the student with the mobility issue, there is a pathway in the desks, so receiving the vocabulary sheet shouldn’t be an issue (other students usually help this student as well) | | **Diversity Needs:**  -boys and girls  -different learning types | * visual and oral learning types are incorporated in this lesson. | | | |

**3. Learning**

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| This activity will mostly be individual work.   * Students will be asked to clear, separate, and turn their desks around * Comprehensive Quizzes will be handed out by teacher to each student * The students can start when they are ready, and the students are given the period to finish * When students are done they will bring their Quizzes up to the teacher and receive their vocabulary sheet * They can work on this sheet until the end of the class * If the students finish early they can silent read or work on their Challenge Question |

**4. The Overview (Agenda) for your lesson:**

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| -Comprehension Quiz  -Vocabulary Sheet  -Challenge Question |

**5. Resources and Materials for your class**

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| -70 copies of the Comprehension Quiz  -70 copies of the vocabulary/ “like as” sheet  -Dictionaries to share (about 10) |

**6. Content, Teaching Strategies, for Lesson**

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| ***Time*** | ***Teaching or***  ***Assessment Strategy*** | ***Detailed Description*** |
| *(5 min)* | *Challenge Question* | What is so fragile even saying its name can break it?  *Silence*  *http://www.etni.org.il/farside/riddleanswers.htm* |
| *(5 min)* | *Instruction* | *Students can get into “test mode”*  *Students will be given 5 minutes for review before quiz.*  -Put away your things  -get ready for your Pinballs quiz |
| *(20 min)* | *Application* | *Hand out Quiz (Quiz is attached to lesson plan)*  -once you have finished your quiz you can bring it up to me, and get your vocabulary sheet |
| *(5 min)* | *Consolidation* | -students work on vocabulary sheet by themselves  -talk about the words that they recognize  -do they know what any of them mean  -students should start writing out their own definitions of the words  - after the definitions, the students are to do a “like as” after each definition, and give an example of where this was in the book  *-Consolidation will be done next lesson*  *-Teacher will take up homework, and get students to correct their work* |
| *(5 min)* | *Clean up* | -students will clear everything off their desks  -students will be asked to get out their math/ science |

**7. Reflections: To be completed after you have taught the lesson.**

**a) Effectiveness of your lesson***.*

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| **What was effective/ineffective about your lesson** | **How do you know?** | **What steps will you take to improve?** |
| *E: timing* | *Students had time to finish their quizzes and take up half of the vocabulary* | *--* |
| *I: Difficulty of questions* | *One of the questions seemed to throw some students off* | *Shorten the questions so that they are not as intimidated* |
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**b) Effectiveness as a Teacher:**

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| **What was effective/ ineffective about you as a teacher?** | **How do you know?** | **What steps will you take to improve?** |
| *E: Classroom Management* | *Improving, but still needs more work* | *Start moving kids, and having them in for recess to reinforce authority* |
| *E: Moving around the room* | *All students questions were answered* | *--* |
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